NURS20175 *Advanced Practice for Registered Nurses 1*
Term 2 - 2018

Profile information current as at 07/05/2024 06:52 am

All details in this unit profile for NURS20175 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will extend your knowledge of normal homeostatic mechanisms and the pathophysiological basis of health disorders and injuries relevant to your chosen clinical specialisation using a person centred approach. Your clinical decision making and problem solving skills in managing episodes of care will be enhanced through examining biological, physiological processes and psychosocial concepts.You will also explore the legal and ethical issues relevant to clinical practice within your specialisation area.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing to undertake this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Reflective Practice Assignment**
Weighting: Pass/Fail
2. **Portfolio**
Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from emails

Feedback
Students view of the unit was good. There was no negative feedback.

Recommendation
The unit was reviewed and minor changes were made, in relation to the number of forum discussions, which on top of the assessments, proved to be onerous. 'Course' changed to 'unit' by Dr Leanne Jack 20/02/2023. Associate Professor Clare Harvey taught this unit however is no longer involved with the unit and course.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse and apply contemporary national and international initiatives to patient management
2. Analyse psychosocial and ethical and legal issues in clinical decision making
3. Evaluate therapeutic and rehabilitative approaches that may be applied to individuals/groups within area of clinical specialisation
4. Evaluate physiological and psychosocial interventions, and therapies that maintain and/or restore homoeostasis
5. Reflect critically on practice to identify strengths and areas for improvement.

NA

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level　○ Introductory Level　○ Intermediate Level　● Graduate Level　○ Professional Level　○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Reflective Practice Assignment - 0%		●			●
2 - Portfolio - 0%	●		●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication			○		
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○		○	○	
5 - Self-management		○			○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership		○			○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Reflective Practice Assignment - 0%	○				○	○		
2 - Portfolio - 0%		○	○	○		○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQ U library search engines for research articles
- Online access to Austroads manuals and Australian Standards (through CQU Library)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Clare Harvey Unit Coordinator
c.l.harvey@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the topic • Advancing practice • Legal and ethical elements of practice • international perspectives • Delegation framework	Ni	Readings ZOOM tutorial Introduce yourselves

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
The logic in practice • Comprehensive assessment • Understanding principles to manage complexity • Clinical reasoning models Guidelines • Protocols and pathways	Nil	Readings related to the topic ZOOM tutorial Discussion Forum

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Clinical practice – understanding the major changes over the lifespan, focusing on the adult years.	Nil	Prescribed readings ZOOM Tutorial

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
• Integrated care • Chronic and complex conditions • Innovation in models of care	Nil	Readings related to the topic ZOOM tutorial Discussion Forum

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Correlations in infections, illness and nutrition and hydration	Nil	Readings related to the topic ZOOM tutorial

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Nil	Nil	Nil

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Cardiac and respiratory conditions Revision of cardiac pathophysiology Management of common cardiac conditions	Nil	Portfolio Prescribed readings

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision of respiratory pathophysiology Management of common respiratory conditions	Nil	Portfolio Prescribed readings Discussion forum

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Endocrine disorders	Nil	Portfolio Clinical practice self-assessment for reflection on practice (assessment 1 preparation) Prescribed readings

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Gastrointestinal disorders	Nil	Portfolio Prescribed readings Discussion Forum

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Neurological disorders Revision of pathophysiology	Nil	Portfolio Prescribed readings Discussion Forum

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Renal conditions Revision of pathophysiology	Nil	Portfolio Prescribed readings Discussion Forum

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
The whole patient – bringing everything together	Nil	Portfolio

Review/Exam Week - 08 Oct 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assignment 1 completion
Nil	Nil	**Reflective Practice Assignment** Due: Review/Exam Week Friday (12 Oct 2018) 5:00 pm AEST

Exam Week - 15 Oct 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assignment 2 completion
Nil	Nil	**Clinical Portfolio** Due: Exam Week Friday (19 Oct 2018) 5:00 pm AEST

Assessment Tasks

1 Reflective Practice Assignment

Assessment Type
Reflective Practice Assignment

Task Description
This is a pass/Fail assessment
For this assessment, you will need to reflect on your practice with consideration to your specialty area. The assessment forms part of your portfolio development and focuses on your ability to keep a journal and to reflect on how your practice is advancing as you progress in your career.

1. Identify a recent clinical experience in which you have either done very well in, or you have struggled with.
2. Using a reflective approach that you are familiar with, describe the incident, how you managed it, and what your learned from the experience.
3. Your word limit is 1500 words. Consideration will be given on word count that is 10% above or below the 1500-word limit.

Before you commence this assessment, please read the following;

- Refer to the information on PORTFOLIOS on Moodle that outline the importance of portfolios and how to develop and maintain one.
- Check the WORKPLACE ASSESSMENT GUIDES for your specialty, which can be found on Moodle. You need to have worked through this checklist at the beginning of the course, as part of your reflection on what you know well, and what you need to learn and develop further in. Then, based on the learning and skills development that you focus on over this unit of study, you will be able to choose some reflections for this assessment.
- Refer to the MARKING RUBRIC for this assessment, which can be found in ASSESSMENTS on Moodle. This marking rubric provides you with a guide on how you should approach writing your reflection.
- Information on the GIBBS CYCLE FOR EXPERIENTIAL LEARNING can be found in PORTFOLIOS on Moodle.
- Please also familiarise yourself with the Nursing and Midwifery Board of Australia's STANDARDS OF PRACTICE (2018) and the GUIDELINE FOR CONTINUING PRACTICE DEVELOPMENT (2016).

How to submit your assessment:
Please upload your reflections via the assessment tab in Moodle under ASSESSMENTS.

Documents must be in word format.

Assessment Due Date
Review/Exam Week Friday (12 Oct 2018) 5:00 pm AEST

Return Date to Students
Exam Week Friday (19 Oct 2018)

Weighting
Pass/Fail

Assessment Criteria

Assessment criteria	Pass	Fail
Reflection Maximum 1500 words	· Reflections demonstrate an understanding of concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points. · Shares selected aspects of experiences related to the topic with consideration. · Makes clear connections between what is learned from outside experiences and the topic itself. · Refection identifies specialty specific areas of practice, that demonstrate advancing practice in accordance with the NMBA Standards of Practice (2018) and the NMBA guidelines for Continuing Professional Development (2016).	· Reflection does not demonstrate an understanding of concepts by examining openly own experiences in the past as they relate to the topic, to illustrate points. · Does not share selected aspects of experiences related to the topic with consideration. · Does not make clear connections between what is learned from outside experiences and the topic itself. · Does not identify specialty specific areas of practice, that demonstrate advancing practice in accordance with the NMBA Standards of Practice (2018) and the NMBA guidelines for Continuing Professional Development (2016).
Writing provides a clear, coherent and independent exposition of knowledge and ideas	Writing reflects the writer's own voice All ideas are · presented logically · demonstrate fresh, original thought and reflections	Writing does not reflect the writer's own voice All ideas are not · presented logically · demonstrate fresh, original thought and reflections
Knowledge of content area and development of ideas are demonstrated	· Points are fully elaborated and support ideas · Original thoughts and ideas are presented and supported with clear, accurate and detailed information and references	· Points are not elaborated and do not support ideas · Original thoughts and ideas are not well presented nor are they supported with clear, accurate or detailed information and references
Critical thinking	· Successfully explains why/how main issues are problems or questions · Formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these. · Evaluates all important evidence offered. · Provides new data or information for consideration.	· Cannot explain why/how main issues are problems or questions. · Does not formulate a clear and precise personal point of view, and does not acknowledge objections and rival positions or provide convincing replies to these. · Evaluation of all important evidence is not offered. · Does not provide new data or information for consideration.
Engagement with the literature	· Concepts are drawn from wider literature and evaluated with reference to own experience and context of practice.	· Concepts are not drawn from wider literature nor are they evaluated with reference to own experience and context of practice.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please submit your assignment through the section provided in MOODLE

Learning Outcomes Assessed

- Analyse psychosocial and ethical and legal issues in clinical decision making
- Reflect critically on practice to identify strengths and areas for improvement.

Graduate Attributes

- Knowledge
- Self-management
- Ethical and Professional Responsibility

2 Clinical Portfolio

Assessment Type
Portfolio

Task Description
This is a pass/fail assignment.
For this unit of study, you are going to develop your **clinical portfolio**, in which you will seek out and develop those practices that are specific to your own specialty area. This will form part of your overall professional portfolio that you will need to get into the habit of keeping up to date as you progress with your nursing career.

1. Using the WORKPLACE ASSESSMENT GUIDE, review your clinical practice at the beginning of the term and plan your learning.
2. Identify the areas you need to focus on in your skills development from this guide.
3. Commencing early in the term, to begin working on your CLINICAL PORTFOLIO (template provided in Moodle).
4. Towards the end of the term, go back to the CLINICAL ASSESSMENT GUIDE and repeat the self-assessment to see how you have progressed during the term.
5. Use this self-assessment to reflect on your practice and to complete your CLINICAL PORTFOLIO.
6. With your clinical educator or a mentor in your workplace, complete the WORKPLACE APPRAISAL RUBRIC.

Guide to this activity:

- There are PORTFOLIO GUIDELINES provided on Moodle, as well as a CLINICAL PORTFOLIO TEMPLATE for you to use for your assessment.
- You will also need to identify your area of specialty practice (in week 1), and then you will choose the CLINICAL ASSESSMENT GUIDE that is provided for each specialty domain on Moodle. You need go through the list provided at the beginning of the term (in week 2), in order to identify what clinical and skills development, you need to undertake during the term. This forms your learning plan for the term, and also forms part of your reflective practice. You then need to repeat this process towards the end of the term (in week 9) to see how you have progressed in your development. You will need to upload both of these reflective assessments onto MOODLE in the tab provided under ASSESSMENTS.
- Each CLINICAL ASSESSMENT GUIDE follows the Bondy Assessment Tool that identifies the standard of procedure, the quality of performance and level of assistance required. There are 5 levels of competency for this, graded as 1 = Dependent; 2 = Marginal; 3 = Assisted; 4 = Supervised; 5 = Independent. Even if you are dependent or marginal in a skill, it does not mean you have failed, it just means you need more work on refining the skill.
- Please do be realistic in your reflections and your planning. You cannot complete all the skills in one term, but you can monitor and plan your learning constructively. Part of your reflection is to identify what clinical processes and skills you will focus on during the term.

As evidence of your completion, you will need to submit:

- The WORKPLACE APPRAISAL RUBRIC
- Both WORKPLACE SELF-ASSESSMENTS (from weeks 2 and 9)

Assessment Due Date
Exam Week Friday (19 Oct 2018) 5:00 pm AEST
Return Date to Students
Exam Week Monday (15 Oct 2018)
Weighting
Pass/Fail
Assessment Criteria

Criteria	Infrequently assisted & good performance (Pass)	Dependent & unsatisfactory performance (Fail)
Patient Assessment & Management of Care		
Uses interview skills effectively		
Takes a comprehensive history		
Assesses the patient comprehensively		
Uses clinical judgement and decision making in managing care		
Manages emergency care effectively		
Manages interim care ensuring that it is patient centre and clinically appropriate		

Criteria	Infrequently assisted & good performance (Pass)	Dependent & unsatisfactory performance (Fail)
Continuing care covers all aspects of the patient's needs		
Understands diagnostic investigations and can identify change relevant to patient care needs		
Collaborates effectively with the interdisciplinary team, including managing referrals across services and teams		
Records and reporting care are clear and succinct		
Knowledge of medications is effectively applied to practice		
All procedures and skills relevant to the service requirements have been addressed		
Professional Communication		
Demonstrates effective interaction I regard to patient/family/ community relationships		
Communicated effectively with the extended team		
Demonstrates effective completion of patient education & discharge planning		
Knowledge		
Uses best practice information		
Contributes to overall care of the patient		
Service integration and utilisation is demonstrated		
Health education/ promotion is provided to patients		

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please upload tyour assignment in the section provided.

Learning Outcomes Assessed

- Analyse and apply contemporary national and international initiatives to patient management
- Evaluate therapeutic and rehabilitative approaches that may be applied to individuals/groups within area of clinical specialisation
- Evaluate physiological and psychosocial interventions, and therapies that maintain and/or restore homoeostasis

Graduate Attributes

- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem